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ABSTRACT

This publication focuses on New York's learning standards for career development and occupational studies (CDOS) in adult education: career development, integrated learning, universal foundation skills, and career majors. A section on the adult learner provides information on engaging learners to increase motivation. The next section focuses on connecting the work-based skills of CDOS to adult goals. It discusses these three essential components that facilitate a successful transition from school to work and careers: work-based learning, school-based learning, and connections between the two. The following pages examine the CDOS standards as distinct entities, based on the recognition and assumption that there is a need for a continuum of ongoing support for learners throughout the entire process. The next section considers CDOS links since the CDOS (and six other) learning standards do not stand alone. It discusses other pieces that educators must use, including performance indicators, hands-on learning experiences, support services, and assessment. Appendixes are a list of 28 organizational, online, and print resources. (Contains 10 references.) (YLB)

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Career Development and Occupational Studies

A Supplement to the Adult Education Resource Guide and Learning Standards

THE UNIVERSITY OF THE STATE OF NEW YORK

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Introduction

Over the last few years, raising academic standards for students has become a rallying cry of teachers, administrators, and other educators from all corners of the nation. This cry is echoed by employers, parents, and, in fact, students.

Employers Employers fear a serious shortage of workers adequately prepared for the rapidly changing workplace. Due to the ever-increasing rate of change, new workers will need ongoing training to stay productive. Employers want the education system to provide workers who have a core set of transferable skills that will enable them to successfully adapt to the continuing changes at work.

Educators Educators want to help launch their students on fulfilling careers. They need resources and knowledge that will better enable them to meet their students' needs as workers, parents, and community members.

Students Students do not feel adequately prepared to enter the current work world, let alone ready for the technology-based, information age that is looming on the near horizon.

The nature of the national workforce development system is changing with the advent of the federal Workforce Investment Act (WIA). This involves an increased focus on outcome based performance standards including:

- acquiring credentials that will increase employability (e.g. GED, skill certification), direct placement in a job, and job retention
- measuring educational gains and mastering literacy skills.

Furthermore, adult educators are now charged with measuring and reporting performance gains through the National Reporting System for Adult Education.

The New York State Education Department (NYSED) and the Board of Regents recognized, long before it became fashionable to do so, the need for higher standards and aggressively addressed this for *all* students: pre-K through adult, including students with disabilities. New York's pioneering work has itself become a standard for other states to model.

The Learning Standards

NYSED is taking a three-element approach in supporting the Regents' goal of raising standards for student performance. These elements are:

1) setting clear, high expectations/standards for all students and developing an effective means of assessing student progress in meeting the standards;
2) building the local capacity of schools/districts to enable all students to meet standards; and
3) [illegible] of the assessment of student [illegible]ports.

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In pursuit of the first element, the Board of Regents approved learning standards for seven academic areas (see box). The learning standards reflect intensive, collaborative work conducted by NYSED and by national groups, such as the National Center for Restructuring Education, Schools, and Teaching (NCREST), the Council of Chief State School Officers, and the New Standards Project.

Learning Standards

- Career Development and Occupational Studies
- English Language Arts
- Health Education, Physical Education, and Family and Consumer Sciences
- Languages Other Than English
- Mathematics, Science, and Technology
- Social Studies
- The Arts

The learning standards are comprehensive not only in content area, but also in purpose. NYSED expects that these learning standards will provide all students with:

- knowledge and skills that will provide a solid base for transition to work
- knowledge and skills that will help prepare them for a workplace undergoing changes as a result of technology and the challenges of a global economy
- authentic, action-oriented activities that will raise achievement of academics through practical applications of theoretical knowledge
- exposure to career options through exploration and planning, and exposure to industry-specific technical skills for those who intensify their study in career majors, and
- a career plan that will add focus and direction to their educational experiences.[1]

Learning standards have two primary dimensions: learning content and performance indicators. Content describes what students will learn. Performance indicators define the desired student capabilities: what students should know, understand, and be able to do. The teaching and learning which takes place in between these two dimensions is, perhaps, the most crucial element of the entire process.

It has been suggested that the learning standards actually define this most crucial element of the process — the "real" teaching. Real teaching is made up of a wild triangle of relations among teachers, students, and subject.[2] It shifts continuously in response to the needs of students and, as the needs of students become more complex, it is only logical that the triangle becomes correspondingly more "wild."

[1] Bailey, Thomas and Merritt, Donna. *Career Majors in New York State: An Analysis of Three Employer Panels* (Submitted to the New York State Department of Labor, School-to-Work Office, January 1996), pg. 20.

To a much higher degree than their K-12 counterparts, adult learners bring complex needs to their place of learning. This is a function of their life experiences, multiple responsibilities, and often urgent motives for returning to the classroom. To further complicate an already wild triangle, adult education programs are made up of learners from vastly different age, socioeconomic, racial, and ethnic groupings. The wide range of adult learners and their needs includes:

- displaced workers in need of technical skills
- out-of-school youth in need of high school equivalency diplomas
- non-English speaking professionals in need of English instruction
- incarcerated individuals in need of skills to transition out of the correctional facility
- immigrants in need of citizenship preparation and basic skills.

Adult educators must incorporate the reality of learners' diverse needs into the teaching and learning process. To this challenge, add the pressures generated by welfare reform legislation (the Workforce Investment Act) which places significant emphasis on securing gainful employment as a key outcome of adult education services and places stringent time limits on attendance in literacy programs.

One of the most important vehicles for meeting all of these demands is the set of Career Development and Occupational Studies (CDOS) learning standards, namely:

Standard 1: Career Development
Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future decisions.

Standard 2: Integrated Learning
Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills
Students will demonstrate mastery of the eight foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors
Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and/or success in postsecondary programs.

See Appendix A for web pages with access to more detailed references related to the CDOS standards, including the content, performance indicators, and sample learning tasks for each element of the standards.

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The Adult Learner

The popular concept of lifelong learning reinforces that everyone — from the student preparing for the GED exam to the reader of this document — is truly an adult learner. Regardless of the content of study, adult learners share some unique characteristics that impact what, why, when, where, and how they learn.

One of the most challenging realities for adult learners in literacy programs is that they have multiple, often-competing priorities. After all, they are not solely learners. They are also parents, employees, and citizens — responsible for the inherent duties of those roles. Therefore, what they may want to learn are basic literacy skills. Why? They want to read to their children. Or, they might need to learn how to build a resume in order to enter the work world.

Whereas K-12 students are basically mandated to attend school every weekday of the school year, adult learners come when they can. They must work their education in amongst other priorities, such as work, family obligations, and household responsibilities. Flexible hours and scheduling of programs is a must for adult education programs. Some programs have found success with a "7 to 11" approach, meaning classes and services are available from 7:00 a.m. to 11:00 p.m., thereby allowing learners to attend before or after work, on the lunch hour, or whenever most convenient. A 12-month calendar, rather than a school year calendar, also serves more adult learners.

Other ways to increase access to education is to forge linkages with local facilities, such as public libraries, community centers, colleges, churches, and museums. Classes can also be held at job sites. Providing childcare services on site, assisting with transportation, and investing in distance learning all offer solutions to potential barriers faced by adult learners. Advances in technology, particularly the growing use of the Internet, increase the feasibility of distance learning. Such use of technology has the added benefit of exposing learners to tools often present in the workplace.

Engaging Learners to Increase Motivation

The use of innovative media and other tools of technology serves an additional purpose: it can help counterbalance the negative memories of previous schooling held by some adults. Furthermore, increasing hours of availability, as noted above, reduces resistance to participating in adult education. There are many techniques to motivate adults to learn, as noted below.[3]

To help engage adult learners, the general atmosphere of the program or classroom must be inviting. Adult learners must know that this learning experience will be different from their previous

[3] The following section on engaging adult learners was excerpted from Hudson River Center for Program Development, Inc., "Mandated Attendance: Making It Work," *An Introduction to Teaching Adults* (The University of the State of New York, 1990).

educational experiences as children or teenagers. The arrangement of the classroom can symbolically help change their perceptions about education. Setting up desks in a circle or in small groups, rather than traditional rows, can create a more relaxed adult environment.

Other ways to make students feel at ease and motivated are to:

- Post welcome signs.
- Pass out welcome packets.
- Implement a peer support system.
- Incorporate alternative, enjoyable ways of learning, such as field. trips or computer-aided instruction.
- Encourage the pursuit of small, attainable goals.
- Arrange occasional social gatherings.
- Use a balance of instructional strategies, both group and individual.
- Regularly express genuine praise and encouragement.

Creating an atmosphere of openness and trust helps students talk about their problems. Occasionally, they may need one-on-one time with the teacher. To be ready for times of personal crisis, the teacher should build in extra time or arrange to have another teacher serve as a backup in the classroom. Adult educators can show their support by being willing to discuss learners' problems and ready to refer learners to appropriate resources and/or agencies.

Some type of reinforcement may be helpful, especially during the period when learners struggle to recognize, "What's in it for me?" Rewards should be for very specific accomplishments, such as meeting attendance requirements. Because of their tangibility, certificates are an example of a reward particularly meaningful to students.

It is important for all agencies involved with the adult learner — e.g., adult education program, local Department of Labor, Department of Social Services (DSS), probation office — to communicate with one another. Interagency coordination and collaboration are essential for ensuring the most efficient provision of services. If, for example, a learner is mandated to attend an adult education class as a condition of probation, both the adult educator and the probation officer must be aware of the learner's expectations and goals.

While all these elements are important in engaging the adult learners, the most important way to increase motivation is to respond to the learners' needs. This begins with a supportive intake process, which helps identify the individual adult learner's goals for starting or returning to an adult education program. Periodic interviews — couched in an informal, nonthreatening way — can serve as an ongoing needs assessment. Effective interviewers will note both what the interviewee (i.e., the learner) says and what the interviewee does not say. This demands skilled, active listening on the part of the adult educator.

The outcome or payoff of education must be worth the effort and cost to the "consumer." While adults undertake education for a variety of reasons and with a variety of goals in mind, they are most often focused on working towards getting, retaining, and/or upgrading employment. For nearly all adult learners, main motivators for learning are to increase their employability and/or to interact more fully with their children (especially around schoolwork) and their community.

Most of the goals individual learners cite as their motivation for learning can be addressed under the Career Development and Occupational Studies (CDOS) standards. These range from the transferable foundation skills of Standard 3a (basic literacy and numeracy, interpersonal skills, problem-solving skills, and computer/information processing skills) to the career awareness and planning skills of Standard 1 (see Appendix A).

Because of the unique characteristics of adult learners, their expectations and goals may not always fit neatly into more academic learning standards. The CDOS standards, however, often connect closely to their goals — an ideal way to foster engagement. Adult learners may not choose to master all of the learning standards when they enter an education program. Instead, they may tackle one standard at this time, and then, later, enter another adult education program to tackle another standard.

The NYS Learning Standards clearly define the performance required of students at the elementary, intermediate, and commencement levels to fulfill adult roles as workers, parents, and community participants. The National Reporting System for Adult Education further provides six literacy levels and indicators in English Language Arts, numeracy, and work skills.[4] Taken together, these performance indicators provide clear direction for what is required to function effectively in the 21st Century.

While these indicators provide clear, long-range goals for adult learners, they can be overwhelming and discouraging if taken all at once. As a focused, concrete, and manageable starting point, adults will quickly see that the CDOS standards are essential tools in their quest for employment and career success. Whether new to the world of work or in the midst of exploring other careers, learners will find some or all of the CDOS learning standards helpful in planning their course of action. Adult education teachers can also use CDOS as a framework with which to plan an education program.

[4] See Appendix B for a description of the six literacy levels of the NRS.

The CDOS Connection

The first step in integrating CDOS into learners' educational plans is to recognize that these learning standards do not stand alone. CDOS provides a meaningful context within which the other standards can be addressed. The core CDOS standards — career development, integrated learning, and universal foundation skills — should be taking place all of the time. For example, as an ELA/vocabulary-building activity, a teacher in an ESOL class may ask class members to reflect on their personal interests. ESOL learners at the beginning level may be able to capture their thoughts by completing the sentence, "I like to . . ." More advanced students can be asked to write an essay about their interests.

How does this exercise integrate with CDOS? In the subsequent sharing of their work with classmates and/or teacher, learners can be asked to discuss how different personal interests fit with various careers. Or, as succinctly stated in Standard 1 – Career Development, *students will . . . relate personal skills, aptitudes, and abilities to future decisions*.

The next step for connecting the work-based skills of CDOS to adult goals is to examine learners' short- and long-term goals and, when possible, career plans. Further contextualization can then take place. For example, most workers are lacking some of the foundation skills needed in the modern, high performance workplace (Standard 3a). Educators can plan learning activities that call on students to work collaboratively, use critical thinking skills, access technology, or approach a problem from a systems perspective. Some displaced workers in need of technical skills may already have mastered the foundation skills, so educators can plan learning experiences that place stronger emphasis on acquiring career-specific technical knowledge/skills to progress toward gainful employment (Standard 3b).

It is very important to remember that many adult learners will, in fact, be without a career plan. Their goals are more immediate: feeding their families, securing medical insurance, providing housing, or accessing transportation. In these cases, educators can build on the learners' motivation and focus on the basic skills outlined in CDOS Standards 2 and 3a as an initial guide for teaching. (For specific examples, see the chart on page 8.) In this way, the learning standards are actually infused into the students' learning plans, which are developed based on the immediate and long-term needs of the learners.

	CDOS Standard 2: Integrated Learning *Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.*	CDOS Standard 3a: Universal Foundation Skills *Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.*
Performance Indicators (Intermediate Level)	• able to solve workplace problems using academic knowledge and skills • able to use academic knowledge and skills in an occupational context	• thinking skills: able to evaluate facts and make decisions by applying logic and reasoning skills • interpersonal skills: able to work with others, present facts that support arguments, listen to dissenting points of view and reach a shared decision • technology: able to select and use appropriate technology to complete a task
Examples	• reads to research job opportunities and community resources • writes a memo communicating thoughts, ideas, and information • uses math skills to solve a work-related problem	• thinking skills: creates a work schedule to ensure equity in employee hours and days worked • interpersonal skills: works as part of a team to solve a problem • technology: uses spreadsheet and word processing software to present information in table/chart form

Because learning is necessarily unique to each learner, it may be helpful for the educator to adopt a case management approach. In other words, the educator brings together or connects the many types of support learners need. These are numerous and can include:

- ✔ learning technical work skills and "soft" (interpersonal) work-place skills
- ✔ learning workplace norms and expectations
- ✔ building communication and literacy skills
- ✔ accessing childcare, health coverage, and transportation.

It is no small task to address the multiple needs of learners. And, at first glance, integrating CDOS learning may appear to be the straw that breaks the educator's back. Fortunately, there are many approaches to handling these tasks. In fact, an emphasis on CDOS can increase a student's motivation to learn and thus make the educator's job easier. The approach considered in this document borrows from the school-to-work model.

The School-to-Work Opportunities Act was enacted in 1994 to help prepare students to make a successful transition from school to work and careers. This transition is facilitated by three essential components: work-based learning, school-based learning, and connections between the two.

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Work-based learning . . .
occurs through actual work experience, from which students learn general workplace competencies as well as the skills and knowledge required of specific jobs.

School-based activities . . .
addresses essential workplace knowledge and skills as well as career awareness and development activities.

Connecting/supporting activities . . .
are designed to ensure coordination and integration of the work- and school-based components.

Work-based Learning

For adult learners, particularly those in immediate need of job skills, work-based learning is an appealing approach. Because of its hands-on nature, work-based learning not only fosters a sense of productivity, but also contributes to minimizing anxieties about learning held over from previous, more traditional educational experiences.

"Hands-on" does not mean, however, busy work or the exploitation of free labor. To ensure the integrity and value of the work-based learning, the learners, educators, and employers all work together to devise objectives, activities, and work tasks. Hence, authentic work-based learning activities include:

- a meaningful work experience in which all students realize a sense of accomplishment and measurable skill development
- a planned program of job training and work experiences that are coordinated with the school-based learning component
- workplace mentoring, in which a student is paired with an employee over an extended period of time
- instruction in general workplace competencies
- instruction in all aspects of an industry.

There are many types of work-based learning. They can be generally categorized in terms of their educational and occupational objectives and in terms of the level of involvement demanded of learners, educators, and employers. Examples of work-based learning are visits to workplaces via field trips or job shadowing and actual employment through paid internships or apprenticeships. (For more information on work-based learning activities, refer to *Work-based Learning: A Resource Guide for Change.*)[5]

New Ventures is a ***work-based education*** *model of comprehensive employment preparation. For low-income women in NYS, it offers vocational-specific skills training through a combination of classroom and workplace learning. The program cycles from 21-24 weeks and includes job readiness, vocational learning, and work experience. For more information, contact the New York State Equity Resource Library at 518/442-5590.*

[5] Hudson River Center for Program Development, Inc. *Work-based Learning: A Resource Guide for Change* (The University of the State of New York, The State Education Department, 1995), pgs. 3-4. Available on-line at www.hudrivctr.org.

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Work-based learning can address many of the learning standards if workers are given challenging work and opportunities to reflect on what they have done and to identify the skills they have developed. Work-based learning cannot occur without the cooperation — indeed, without the active participation — of employers. More than simply providing a work site, employers need to act as coaches, helping workers develop and refine their skills. Employers can also serve on advisory boards, help design programs, and act as mentors to students not at their work site. By adopting a proactive role, employers help shape their vision of a model employee.

The promise of ready-for-work employees is, actually, a useful tool for recruiting employers. For their involvement, it is essential that employers recognize the WIIFM principle: "What's in it for me?" Educational programs can hone in on the workforce development needs of local employers by conducting a survey or other type of needs assessment. (Appendix C offers a sample of data compiled from a survey of employers.)

Coordinating efforts to recruit workplace partners will serve all involved well. Competition between K-12 and adult educators and even between different school districts for involvement from the business community must be avoided. School-to-Work Partnerships (see Appendix D) are available in each region to provide assistance with coordinating efforts.

School-based Activities

The second component of the school-to-work model is school-based learning. Through school-based activities, learners master essential workplace knowledge and skills in addition to completing career awareness and development activities.* Under the school-to-work model, school-based learning is more hands-on, project/activity-based than traditional classroom instruction. Project-based learning activities provide students opportunities to develop all of the foundation skills of CDOS while mastering academic standards as well. Taken together, the school-to-work and CDOS approaches provide the greatest opportunity to fully advance academic performance.

Connecting Activities

Integrating work- and school-based learning is key to making this approach successful. Connecting/supporting activities — services outside of, but linked to, academic programs — are designed to build this connection. Connecting activities can also provide the

* For a list of school-based learning activities, see Appendix E.

additional support time-pressed adults may need in securing learning opportunities. Connecting activities may include:

- matching learners with work-based learning opportunities of employers
- providing each learner with a mentor to act as a liaison between all the involved partners: learner, employer, teachers, administrators, and community partners
- encouraging the active participation of employers and planning technical assistance to help them develop work-based learning components
- providing, to learners who have completed a program, assistance in finding a job, enrolling in postsecondary education or additional training, and linking learners to adult and community services to facilitate a successful transition to work.

The One-Stop Career Center of St. Lawrence County provides a myriad of connecting activities in one location. Besides offering an interactive network of job seekers and employers, the Center provides a wide array of life skills workshops, such as Action for Personal Choice, Marketing Your Job Skills, Introduction to Computers, Communications in the Workplace, and Interviewing. Learners undertake a four-day intensive career exploration that serves as the basis of their portfolios. Upon return to the classroom, learners share the portfolios with their teachers to facilitate contextualization of learning. For more information, call (315)379-9201.

Both school-to-work and CDOS emphasize a concept that might be dubbed "work socialization." Basically, work socialization is adjusting to or becoming ready for the world of work. This is more than realizing the need for income; it's developing a conscious desire to seek meaningful employment. More than basic reading, writing, and computing, it's having the technological, decision-making, and communication skills so necessary in today's global economy. And, more than preparing for one specific job, it's being able to apply these transferable skills in a variety of settings. This is especially important in light of the changing nature of the workplace; gone are the days of a single, lifelong career.

Clearly, getting ready for the modern workplace is not a one-step process. It is very much a developmental process with distinct stages through which learners pass. As with any such process, it takes time to fully "digest" all that is involved with each stage. This point must be made unequivocally clear to educators, counselors, administrators, and other decision-makers, particularly in light of recent welfare reform legislation limiting educational participation and increasing the emphasis on securing employment.

Without careful planning, opportunities for adult learners to pursue meaningful, productive careers could be limited in the quest to get public assistance recipients back to work. With careful planning and adequate follow-up support, learners can become knowledgeable about the world of work and build many of the universal foundation skills — as called for in CDOS Learning Standards 1 and 3a — even by "flipping burgers" at minimum wage. Focusing on the job as a learning experience, encouraging learners to reflect on and document the skills and knowledge they have developed, and helping them build this experience into their career plan, can turn a "dead-end" job into an important step on the path to success.

The integrated learning approach of school-to-work with its emphasis on employers as partners in the learning process and on having skills-rich work experiences provides a framework for achieving goals. CDOS provides a road map guiding adult educators on how to best meet learners' career-development needs when bound by external constraints, whether de jure (legislation requirements) or de facto (learners' familial responsibilities, transportation problems, health, etc.). The following pages examine the CDOS standards as distinct entities, based on the recognition and assumption that there is a need for a *continuum* of ongoing support for learners throughout the *entire* process.

Standard 1

Career Development:
Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future decisions.

One of the first, and perhaps most valuable, steps in the career development process is a period of introspection during which learners identify their aptitudes, abilities, and interests. Many adult learners will have a wealth of experiences from which to draw conclusions. They might already be aware, for example, of their preference for working with others over working alone, of being the boss over reporting to others, of working indoors rather than outdoors. Teachers should facilitate learners' recognition of these preferences as important guidelines for exploring career options.

It may be more difficult for some learners, particularly those in need of basic skills, to readily identify their abilities or strengths. They may not realize that even though they lack some reading and writing skills, they do have natural abilities that can lead to employment. For example, Sandra loves to tinker with automobiles, but has never considered opening her own garage for fear not only of ridicule by the male-dominated field, but also of the paperwork of small business operation. Sandra has, unfortunately, relegated her love of automobiles to hobby status because of her low reading and writing skills.

Sandra's interest can be used to her learning advantage. Capitalizing on her passion for cars, the teacher of Sandra's basic skills class can easily incorporate CDOS Standard 1 by asking Sandra to:

- comment on her love of automobiles by considering questions such as:
  "When did I first realize my interest in cars?"
  "What in particular excites me about cars?"
  "How can I use my love for cars to earn a living?"
  "Who can I talk to about jobs working with automobiles?"
  Depending on skill level, Sandra could record her comments on a tape recorder, on paper, or on a word processor.

- compile a list of jobs related to automobiles. Sandra might choose to consult the Internet, the local paper, trade magazines, local mechanics, or other business people. Besides revealing a host of careers Sandra may never have considered for herself, this activity will hone Sandra's ability to identify, access, and organize resources.

- write a paragraph incorporating her comments from the beginning activity and her research results. This work can form the basis of a career plan that will assist her in her eventual entry into a career path.

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- interview people working in the automotive field to identify the types of skills/abilities needed for several of the jobs available in this industry.

The preceding example illustrates how learners' interests can serve as a natural motivator to learn as well as a compass providing general direction for their career plan. Career plans are intended to promote exploration and research into broad career areas of interest to individual students, kindergartners through adult learners.[6]

Of course, not all learners' interests will be so easily translated into a career opportunity. In such cases, there are numerous resources to consult. Some examples are:

The Adkins Life Skills Program is an innovative, video-based, group counseling program designed to help educationally and economically disadvantaged adults and youth learn how to make and carry out important personal, career, and educational decisions that will dramatically affect their future. The Adkins program helps clients get immediate jobs *and* helps them develop enduring career choices and educational plans for long-term career success. (*See website* www.tc.columbia.edu/~ilcs/green1.htm *for more information.*)

Careerware/Choices is a computerized assessment and information tool. Using Careerware/Choices one-on-one or in a group setting will allow students/clients to not only assess their interests and skills, but also explore career options, training, colleges, and financial aid. (*See website* www.careerware.com *for more information.*)

CareerZone is a PC-based career exploration program developed by the New York State Department of Labor. The program offers an interest inventory and work profiles organized around career clusters. Students can find information on more than 1,000 occupations from the Occupational Information Network (O*NET). (*See website* www.labor.state.ny.us/careerzone *for more information.*) There is no cost for using CareerZone.

Action for Personal Choice (APC) is an action-oriented program dealing with thinking, feelings, attitudes, behaviors, and relationships. This unique program challenges students to practice taking responsibility for their own behavior by participating in exercises that build goal-setting and decision-making skills, instill self-confidence, encourage active listening and open communication, and provide tools for improved relationships. (*See website* http://members.aol.com/ictc97/index.html *for more information.*)

[6] As cautioned in *Learning Standards for Career Development and Occupational Studies*, it is important to remember that a career plan is not intended to limit student options or narrowly define educational preparation. (University of the State of New York, The State Education Department, 1996). pg. 1.

Work Keys is a comprehensive system designed to help people make transitions from school to work, from unemployment to work, and from job to job. More than an assessment program, Work Keys provides a complete spectrum of job analysis, assessment, instructional support, reporting, and training services. It is built around a common skill scale that accurately measures both the skills of individuals and the skills required for successful job performance. (*See website* www.act.org/workkeys/index.html *for more information.*)

Workplace Essential Skills is a PBS Literacy Link series of video programs that teaches basic job search, reading, writing, math, and communication skills. It builds both the abilities and confidence of people who are ready to find and keep a job as a stepping stone to a better life. The series consists of 25 half-hour pre-GED level video programs. The series helps adults develop the skills they need to locate and maintain jobs. The accompanying workbooks and on-line components are designed to reinforce the critical skills presented in the video and to support learners as they apply this instruction in real-life contexts. Workplace Essential Skills was created for pre-GED (6th to 8th grade reading level) adult learners. A placement instrument to help learners design the most effective course of study and a teacher's guide also accompany the series. The skills content in each program is introduced and demonstrated via scenarios drawn from four workplace contexts: construction, manufacturing, health care, and retail/service. (*See web site:* http://litlink5.pbs.org/litlearner/about_wes.html *for more information.)*

Standard 2

Integrated Learning:
Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

It is especially important for adult learners to recognize how their academic studies relate to the world outside of the classroom. As stressed earlier, adults often have focused, immediate reasons for returning to an academic setting and don't feel that they have the luxury of time for activities that don't directly connect to their goals. CDOS Standard 2 serves to quell learners' fears of lesson applicability and reinforces the teacher's sense of the lesson's usefulness.

Integrated Learning:
An Example

As a classroom activity, learners will write and publish a story for their children that describes how to get home. The assessment could include the clarity of the information presented and the quality of the story development. A performance-based assessment of the students' products could focus on the learner's interaction with the child to determine the accuracy of the child's interpretation of the directions and the child's interest in the story.

Skills applicable to the work world:

- *communicating to a specific audience*
- *applying technical writing, creative thinking, and art skills*
- *using technology for writing.*

As an example, consider Rafael, a learner preparing for the GED examination. Some time ago, Rafael left the "boredom" of high school for the lure of a well-paying job. Rafael soon discovered that his opportunities were limited due to his lack of a high school diploma. Because he has been on his own for a while, Rafael has, naturally, incurred living expenses (rent, food, transportation costs). He is anxious to increase his earnings and, so, feels pressed to pass the GED as soon as possible. It is no surprise, then, that Rafael balks at his teacher's latest idea, which is to decorate their classroom. How can such an assignment help him pass the GED and get him the job/income he wants and needs?

Anticipating the learners' doubts, Rafael's teacher is prepared with an explanation of the learning experience.[7] The teacher explains how, in order to decorate, the learners will need certain measurements: the perimeter and area of the room, the size of the desks, and the dimensions of the bulletin boards. Learners naturally question how this applies to the GED, whereupon the teacher refers to a list of questions posted on the chalkboard. These questions, all relating to area and perimeter, were pulled directly from a sample GED exam. In addition, the students have an opportunity to practice and demonstrate competence in team work and planning skills, systems thinking, and making effective use of resources — all skills valued by most employers.

As a follow-up activity, learners are asked to bring in ideas from their everyday lives on using their new skills. Rafael is surprised to discover that these skills are indeed useful. He shares with the class that his brother-in-law, an independent business owner specializing in floor coverings, uses these very same math and planning skills on a daily basis.

[7] Learning experience suggested by Cathy Balestrieri of Putnam/North Westchester BOCES.

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From the learners' reports, the teacher of the class observes that this activity indeed was successful. Not only was the room decorated with minimal waste, but the learners were also able to see a direct connection to the work world and to other settings.

CDOS Standard 2 lends itself to the creative use of performance-based assessment. In this particular example, the neatly decorated room could be photographed or videotaped and/or learners could compare the list of materials projected from their measurements to the list of what was actually used to calculate percentage of overages.

Standard 3a

Universal Foundation Skills:
Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

The universal foundation skills called for in CDOS Standard 3a are those common threads connecting all disciplines. Based on the Secretary's Commission on Achieving Necessary Skills (SCANS) and the New York State Curriculum and Assessment Council's Essential Skills and Dispositions, these universal foundation skills are comprised of:

Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.

Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

Positive **interpersonal skills** lead to teamwork and cooperation in large and small groups in family, social, and work situations.

Technology skills include the ability to effectively select and use the tools and equipment that are commonly found in work environments including computers, telephones, fax machines, copiers, scanners, cash registers, common hand and power tools, etc.

Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

Managing resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

System skills include the understanding of and ability to work within natural and constructed systems, including an understanding of the interdependence of elements within a system.

These foundation skills are the core transferable skills employers look for in their workforce. These skills transfer to any job, regardless of career cluster or level of vocational training required. Lest overburdened educators feel this is yet one more in a long string of demands on their own and their learners' time, universal foundation skills must be recognized for what they are, i.e., life skills. And, life skills — decision making, teamwork, communication, etc. — are what educators are *already* teaching and what students are *already* learning.

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The notability of universal foundation skills is that these life skills are recognized in a work world application. For example, Danielle has returned to the classroom to update her skills. She has been out of the workforce for many years while caring for her children. Although she loves her children, Danielle feels that that period of time had been unproductive in terms of today's business needs. She maintains that she has no skills to offer an employer.

In a move to bolster Danielle's confidence, her teacher might ask Danielle to respond to a list of diverse skills (see Appendix F for a sample list). She is to check the skills in which she is competent and those that she is willing to use in her future work. As Danielle reads through the list, she is surprised to discover how many of the skills she can check, such as writing, supporting others, caring for children, and working with her hands. Seeing all these checks makes Danielle feel better about herself, but she still does not see the applicability of her skills to the work world.

Danielle's teacher next asks her to pick several basic skills in which she feels most confident. Working with a classmate, Danielle is to expand this list into more specific skills. The team comes up with the following list:

Caring for children	Working with her hands
• communicating with professionals (pediatricians, teachers, etc.)	• preparing food
• organizing schedules	• repairing household items
• budgeting household finances	• sewing

Finally, Danielle shares her list of specific skills with her class. The class brainstorms jobs in which Danielle's skills are valuable, such as activity/recreation director, office manager, interior designer, chef or kitchen staff, and small appliance technician. Danielle can choose one or two of these career areas and research the skills needed for specific jobs. She can then report back to show which job her current set of skills best matches and which skills she will need to develop to be more fully qualified for the job in which she is most interested. As a result of this activity, Danielle can now identify many skills to include on her resume. It also demonstrates to the class the universality of certain skills. The seamless integration of universal foundation skills into learning experiences is depicted in the next section by the continued example of Sandra introduced in Standard 1.

Standard 3b

Career Majors:
Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Of all the CDOS standards, Standard 3b is the one most closely associated with traditional occupational education. It is, however, much broader in scope than its predecessor. According to the *Career Development & Occupational Studies Resource Guide*, career majors:

- ✔ **combine the best of traditional academic and workplace competencies** in order to prepare every participating student for employment, further education, and a lifetime of learning.
- ✔ **are interdisciplinary by nature** and, therefore, call for the integration of occupational and academic content to prepare students for immediate employment or postsecondary study.
- ✔ **prepare students for a lifetime of learning** by promoting high academic standards along with learning in a context of productive applications.
- ✔ **are designed to be broad in scope** and to enable students to develop knowledge and skills that are transferable to a wide variety of careers.
- ✔ **afford opportunities for students** to learn in a variety of learning configurations.[8]

Prompted by federal legislation such as the School-to-Work Opportunities Act, the New York State Departments of Education, Labor, and Economic Development defined and recommended six career clusters for New York State. These clusters are:

Arts/Humanities	Health Services
Business/Information Systems	Human and Public Services
Engineering/Technologies	Natural and Agricultural Sciences

For a descriptor and examples of each career major, see Appendix G.

[8] *Career Development & Occupational Studies Resource Guide* (The University of the State of New York, The State Education Department) Part I.2, pgs. 14-15.

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It is a natural reaction to panic at the prospect of adding career majors to an already-crowded schedule. But, as alluded to earlier, the key is contextualization. To meet the multiple priorities and short time frames of adult learners, concepts must work together. For example, the learning experience of publishing a story for children (as depicted on page 16) has a perfect tie-in to Parent and Child Together (PACT) time in a family literacy program.

Sandra presents another example of recognizing the interrelatedness of skills and the motivational impact of CDOS. As we know, Sandra has a passion for automobiles. Through her work with Standard 1, she has already learned that there are many, many career options available to her. Now, Sandra *wants* to learn more. Would she really like to work on cars, day in and day out? Does she have the skills necessary for the job? What is involved with operating a garage? To answer these questions, her teacher might encourage Sandra to:

- v job-shadow a mechanic at a local garage. Through both initial orientation to the job site and reflection on the work activities and technology she observed, job shadowing can help Sandra determine if this line of work is to her liking. She will learn about the work site, the broader industry, and requisite skills, education, and credentials. Sandra will be acquiring and evaluating information from listening and speaking with a mentor at the workplace.

- v arrange an internship with a car dealership and/or a major auto manufacturer as part of her plan of study. An internship will expose Sandra to the wide range of responsibilities within different departments of an agency. It will afford her an opportunity to think creatively, make decisions, and solve problems while working with the latest technology. As an added benefit, the manufacturer or dealership may also have a workplace literacy program that could serve as a convenient site for Sandra to study.

- v build a support network that will empower her to open a garage of her own. As part of such a network, Sandra might talk with:
  - a partner to handle the paperwork
  - the governmental bureau for small business to help address start-up concerns
  - a local business women's group for support in a non-traditional field
  - her teacher for continued assistance in improving her literacy skills.

information management

basic skills

thinking skills

technology skills

managing resources

system skills

interpersonal skills

While framing a small business plan for herself, Sandra will be identifying, organizing, and planning resources; learning about complex interrelationships; and working with others.

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As noted in the boxes on page 21, all of the preceding activities involve at least two, and in many cases, most of the universal foundation skills. So, while ostensibly addressing career majors, Sandra's learning experiences also incorporate the universal foundation skills.

Of course, Sandra's skills/interest will dictate which of, and to what extent, the activities can/will be completed. As explained in the *Career Development & Occupational Studies Resource Guide*, three distinct levels of achievement are identified for career majors: core, specialized, and experiential. (Performance indicators are discussed in more detail later in this document.) Due to the developmental nature of the learning standards, it is very possible that Sandra will pursue all of the activities.

As more and more learners look to real-life, work-world activities as a means for focusing their learning, adult educators must prepare themselves accordingly. Integrating career development activities and more hands-on learning into activities related to all learning standards will help increase learner involvement and will help reach a wider range of learning styles. Professional development activities, such as statewide peer review and sharing of learning experiences (as discussed below) can help adult educators augment their own portfolios of activities. Support from administrators and policymakers for such staff development must be forthcoming in order to ensure that raising standards is truly a comprehensive effort.

CDOS Links

CDOS is a key component of the New York State Education Department's appeal for higher standards. All of the learning standards are intended for learners K-adult. The integration of CDOS into adult education programs holds particular significance in light of adult learners' frequent focus on employment and the welfare reform requirements of the Workforce Investment Act (WIA). The reality of adult learners' multiple priorities and short time frames has also been firmly established. How, then, do adult educators make it all happen?

The CDOS (and six other) learning standards do not stand alone; they are a piece of the learning puzzle. To work the puzzle effectively, educators must utilize the other pieces, which include: performance indicators, hands-on learning experiences, support services, and assessment.

Performance Indicators

Performance indicators are statements that specify what students should be able to do with the skills and knowledge they learn. Far from an arbitrarily set delineation of knowledge or skills, performance indicators are a continuum of skills and competencies necessary for accomplishing increasingly complex tasks.

The *Career Development & Occupational Studies Resource Guide* establishes performance indicators at three levels: elementary, intermediate, and commencement, corresponding to students in the elementary, middle, and high school levels. These levels can be broadly applied to a continuum of adult learners, by slightly redefining the levels:

- *Elementary* corresponds to a beginning level for those who have little exposure to the work world and career planning.
- *Intermediate* corresponds to those with some work experience or career counseling.
- *Commencement* corresponds to an advanced level for those who have worked full time and/or have benefited from extensive career planning.

Not surprisingly (considering the complexity of adult education), the lines of demarcation for the three levels established for K-12 students can be somewhat less distinct for adult learners. A more helpful continuum may be one that begins with pre-employment and progresses through supported employment to long-term, independent employment. Under this model, performance indicators help assess the learner's readiness for supported and independent employment. Education and support services are provided before, during, and after the first job or educational/training experience.

In illustration of this pre-to-independent employment continuum, consider, again, our three learners. Danielle, who is unsure of even her own skills, falls into the pre-employment stage. Sandra, busy with job shadowing and internships, has skills that make her ready for the supported employment category. Rafael — already employed, but seeking skills that will more firmly establish or further his career — is at the far end of the continuum, i.e., independent employment. For these three learners, the continuum of performance indicators may look as follows:

Standard 1 - Career Development

Danielle is at a **beginning** or **pre-employment** level. She is starting to:	Sandra is at an **intermediate** or **supported employment** level. She is able to:	Rafael would be considered at an **advanced** or **independent employment** level, since he is working on:
• demonstrate an awareness of her interests and aptitudes. • identify her preference for working with people, information, and/or things. • describe the changing roles of men and women at home and in the workplace.	• document the relationship among personal interests, skills and abilities, and career research. • describe the relationship of personal choices to future career decisions.	• analyzing the skills and abilities required in a career option and relating them to his own skills and abilities.

Learning Experiences

Performance indicators are a piece of the learning puzzle that assists teachers in the educational diagnosis of their learners. An equally important, interlocking piece is the series of learning experiences developed for each learner.

Although likened to traditional "lesson plans," learning experiences are, in fact, more encompassing. They are the instructional strategies used by a teacher to:

- ✔ encourage learners to use higher-order thinking skills
- ✔ demonstrate at least one learning standard/performance indicator
- ✔ validate samples of learner work.

As mentioned earlier, the ability to contextualize is essential when designing learning experiences. Showing the connection between learning and the world outside the classroom helps engage students in the lesson and helps them see how they can apply what they are learning in other contexts in their lives (CDOS Standard 2). Another key element in designing learning experiences is to make them active, project-based, hands-on activities. Project-based learning involves the development of an assignment that could involve learners working in

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teams, conducting their own research and/or engaging in problem solving or creative thinking; developing a multi-media presentation to the class; managing their own time and resources, etc. Through these learning experiences, students develop skills and knowledge about a specific content area, while they are further developing several of the CDOS foundation skills (Standard 3a). See pages 16, 19, and 21, and Appendix E for sample learning activities.

In an effort to collect and make available such learning experiences, NYSED, in partnership with Dr. Joseph P. McDonald of New York University and consultants from the Annenberg Institute for School Reform, designed a peer review process. The process provides an opportunity for peer evaluators to engage in professional dialogue with the teacher whose work is under review around a pre-established set of criteria. Student work is a prominent feature of this discussion. When creating learning experiences to submit for review, adult educators may want to indicate which of the three levels of learner performance suggested for CDOS is most relevant: pre-employment, supported employment, and independent employment.

Teachers whose work is accepted through the Statewide Peer Review are honored as members of the New York State Academy for Teaching and Learning. Furthermore, the peer review process itself offers an unparalleled professional development opportunity to build teachers' capacity to use the learning standards and to increase learner performance. For more information on the New York State Academy for Teaching and Learning and Statewide Peer Review, visit Internet site www.nysed.gov or contact your regional staff development consortium (see Appendix H).

Support Services

Another important piece of the learning puzzle is the support services provided to assist adult learners in successfully negotiating the transition from welfare or school to work. These services might include information about the work world, child care or transportation services, coaching/counseling, and career development. These services also fall into the three levels of career and occupational development:

Pre-Employment	Supported Employment	Independent Employment
• orientation • career awareness • initial assessment and placement assistance • placement in an adult education basic literary skills program, vocational, or job training program	• retention strategies, such as mentoring, job coaching, counseling, etc. • customized adult education – e.g., technical writing • support services, such as child care, transportation, health care	• continued support/ coaching • reassessment if a participant leaves a job • career development • advanced technical training

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Assessment

It may be more accurate to characterize assessment as the puzzle border, rather than as an interlocking piece, since it is the framework within which learning is designed. Assessment facilitates the progression from learning standard to measurable outcome. But it is more than the measure of outcome mastery. It is also part of the information-gathering process that helps individuals develop plans for achieving career and life goals.

The primary purpose of assessment is to improve student learning by:

- ✔ **planning instruction.** If achievement is assessed before instruction, instruction can be tailored to meet the needs of learners. In addition, learners will better understand the specific objectives for instruction.
- ✔ **motivating students.** Most learners will exert a greater effort if they know how their achievement will be measured and if they receive regular feedback on their performance.
- ✔ **evaluating instruction.** The extent to which learners attain an objective is one indication of the effectiveness of the instruction. Instruction can be modified as needed based on assessment findings.
- ✔ **reinforcing learning.** Some assessment techniques provide opportunities for learners to apply what they have learned, thereby reinforcing instruction.
- ✔ **measuring achievement.** Perhaps the most obvious reason for measuring achievement is to assign grades that are fair and accurate measures of learner growth. [9]

There are multiple means of assessment from which to choose.[10] Standardized testing, such as the Test of Adult Basic Education (TABE) or the Tests of Applied Literacy Skills (TALS), is the most commonly used means of assessment within adult education. Materials-based assessment refers to the practice of evaluating learners upon completion of a set of materials. Competency-based assessment recognizes the range of experiences that learners have by measuring performance against a predetermined standard of acceptable performance.

All of the previously mentioned means of assessment have their strengths. However, the nature of CDOS may invite the use of alternative, performance-based assessment including materials-based and competency-based mentioned above. Performance-based assessment incorporates a broad range of strategies that provide an interactive role for learners. Examples include:

- surveys
- self-assessment
- observations
- interviews
- logs/journals
- demonstrations
- profiles
- portfolios
- presentations

[9] Adapted from *Career Development & Occupational Studies Resource Guide* (The University of the State of New York, The State Education Department) Part III.1. pg. 5.

[10] This section on means of assessment from Barbara E. Smith, Ed.D., *Assessment in Adult Literacy: Fact or Fiction* (Hudson River Center for Program Development, Inc.,1998), pgs. 7-12.

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Alternative assessments are perhaps even more critical in light of the negative memories of earlier paper and pencil testing retained by many adult learners.

Regardless of the means used, educators should observe the following assessment principles:

1) It is impossible to appropriately assess adult learners without knowing their goals.
2) Common sense (i.e., factoring in learners' goals and their sense of their own skills) must be applied to all levels of assessment
3) The six levels of performance benchmarked in the National Reporting System guidelines can be useful in designing assessment. (See Appendix B for the guidelines.)
4) If using standardized testing, the testing must match instruction. If applied literacy skills — using public transportation, completing income tax forms, reading menus — are needed, then an applied literacy test must be used.
5) Planning self-assessment measures with adult learners when their goals are first identified is critical to success.[11]

For more information on assessment, refer to Part III of the Career Development & Occupational Studies Resource Guide. *You can downloand relevant sections from:* http://www.emsc.nysed.gov/guides/cdos/.

[11] Ibid, pg. 13-14.

Conclusion

Along with the critical role assessment plays in the learning process, the learning standards are key to raising outcomes in education. The CDOS learning standards, in particular, play vital roles for adult learners, considering the daily pressures they typically face coupled with those generated by the new requirements of the Workforce Investment Act.

The CDOS learning standards are an important piece of the learning puzzle. Adult learners, whether displaced workers, individuals in need of their high school equivalency, or non-English speaking immigrants, must be prepared for today's world of work. Naturally, the steps for becoming prepared differ: Danielle is just beginning to regard her skills as useful in a work setting, whereas Rafael is looking at career options that suit his skills. CDOS provides a context for education that will effectively engage most adult learners.

Due to the diversity and multiple responsibilities of adult learners, it cannot be expected that all learners will reach the commencement level of all the CDOS learning standards. However, it is very likely that all learners will benefit from their work with career development, integrated learning, universal foundation skills, and career majors. This approach works best when the CDOS standards are addressed through learning experiences that enable students to achieve their self-established goals.

Resources

There are many resources to assist adult educators seeking to integrate CDOS into their work. In addition to the appendices of this document, the list that follows is a small sample of the various resources available to educators and students alike.

Organizations

Council of Chief State School Officers
1 Massachusetts Avenue, NW Suite 700
Washington, DC 20001-1431
ph: (202) 408–5505
http://www.ccsso.org

Hudson River Center for Program Development, Inc.
102 Mosher Road
Glenmont, NY 12077-4202
ph: (518) 432–4005
http://www.hudrivctr.org

National Center for Family Literacy
Waterfront Plaza, Suite 200
325 West Main Street
Louisville, KY 40202-4251
ph: (502) 584-1133
http://famlit.org/index.html

National Center for Restructuring Education, Schools, and Teaching
Columbia University, Teachers College
Box 110
New York, NY 10027
ph:(212) 678-3432
http://www.tc.columbia.edu/~ncrest/

National School-to-Work Learning & Information Center
400 Virginia Avenue, S.W., Room 150
Washington, DC 20024
ph: (1–800) 251-7236
http://www.stw.ed.gov/

New York State Education Department
Education Building
Albany, NY 12234
ph: (518) 474–3852
http://www.nysed.gov

New York State Department of Labor
Building 12 Harriman State Office Building Campus
Albany, NY 12240
ph: (518) 457-9000
http://www.labor.state.ny.us

On-line Resources

The U.S. Department of Labor, Employment, and Training Administration developed *America's Career Kit*, which features:

www.acinet.org	**America's Career InfoNet** displays employment trends, which occupations are growing and which shrinking, pay scales, and training necessary for particular occupations.
www.ajb.dni.us	**America's Job Bank** is perhaps the largest and most frequently visited job bank in cyberspace. Major corporations and small businesses from every state in the Union post all different types of jobs on this site.
www.atb.org	**America's Talent Bank** is the place where people looking for careers out of high school or college, as well as those already in the workforce, can post their resumes electronically.
www.alx.org	At **America's Learning Exchange**, you can find appropriate education and training to enhance and/or supplement your education as you further prepare to enter the labor market.

New York City's Literacy Assistance Center has compiled a directory of adult literacy, ESOL, and nonprofit resources on the World Wide Web. The following sites from that directory may be particularly helpful in integrating the CDOS learning standards.

www.academicinnovations.com	Academic Innovations
www.ilr.cornell.edu/	Cornell School of Industrial & Labor Relations
www.ezec.gov/	Empowerment Zone & Enterprise Community Program
www.lacnyc.org	Literacy Assistance Center
vocserve.berkeley.edu	National Center for Research in Vocational Education
novel.nifl.gov/	National Institute for Literacy (NIFL LINCS)
www.nysed.gov/workforce/work.html	NYSED's Office of Workforce and Continuing Ed.
hub1.worlded.org	Northeast Region I Technology Hub
www.jhu.edu/~ips/pubs.html	SCANS/2000 (Johns Hopkins University Institute for Policy Studies)
www.doleta.gov/	Employment and Training Administration (USDOL)

Print Resources

Equipped for the Future establishes a set of 16 standards for adult literacy and lifelong learning to answer a complex question: What do adults need to know and be able to do in order to carry out their roles and responsibilities as workers, parents and family members, and citizens and community members? The book discusses the standards and how to use them to design instruction and assessment. Approximately 140 pages. Available from National Institute for Literacy, 1775 I Street, NW, Suite 730, Washington DC 20006-2401; tel: (202) 233-2025; www.nifl.gov, published January 2000.

In addition to the Internet resources already listed, the NYS Department of Labor has a large variety of print resources related to CDOS. The following list is a sample.

A Better Way guides novice job seekers through an action plan to help them focus their job-search efforts.

Apprenticeship: Earn While You Learn describes the apprenticeship training system, based upon a written agreement between the apprentice and the employer.

Directory of Labor Market Information features publications, statistical series, and contacts for labor-related topics.

How to Prepare Yourself for Job Interviews offers tips on how to successfully prepare for a job interview.

Is Your Resume A Dinosaur? describes how to reformat a resume so that it will be compatible with scanning software used by many of today's employers.

Job Clips contains overviews of 175 occupations as well as information on wages, projected job openings, and education/ training requirements.

Labor Market Information: A Tool for Making Sense of the World explains the concept of labor market information and the ways it can be used to understand today's workplace and economy.

NYS Department of Labor Bulletin Board System Brochure describes how to access and download computer files from the DOL regional electronic bulletin board system. The files pertain to job openings, employment prospects, county profiles, labor laws, and much more.

Occupational Outlook and Wages shows the estimated employment, projected annual openings, and wages for hundreds of occupations.

Your Winning Edge guides job seekers through initial career planning, from preparing a resume and cover letter to

conducting a successful job search. The first copy is free. Each additional copy is $3.00.

Money in Your Hand describes the Earned Income Tax Credit.

What Next? The Road to a New Job guides those who have recently lost a job through some of the rough spots.

Vision I (Career Exploration Issue) introduces career exploration, covering such subjects as determining career interests, adjusting to a work environment, and understanding the role work plays in society.

Knowledge, Tools, Information for Understanding the Job Market: Welfare-To-Work: describes the information, computer connections, and publications that support welfare-to-work.

Job Seeker's Guide to Industries describes specific industries in particular regions of NYS in terms of the opportunities they provide to jobseekers.

Occupational Guides contains brief information on typical job duties, working conditions, earnings, and employment outlook.

This information is available by mail, phone or Internet.

Address: NYSDOL, Division of Research and Statistics
State Campus, Building 12, Room 480
Albany, NY 12240

Phone: (518) 457-1130

http://www.labor.state.ny.us

Bibliographic Resources

The following resources were used to prepare this document.

Adult Education Resource Guide and Learning Standards by Hudson River Center for Program Development, Inc. (The University of the State of New York, 1998)

Adult Education Resource Guide and Learning Standards, Part II: Collection of Learning Experiences (Volume I) by Hudson River Center for Program Development, Inc. (The University of the State of New York, 1998)

Assessment in Adult Literacy: Fact or Fiction by Barbara E. Smith, Ed.D. (Hudson River Center for Program Development, Inc., 1998)

Career Development & Occupational Studies Resource Guide by The State Education Department (The University of the State of New York)

Career Majors in New York State: An Analysis of Three Employer Panels by Thomas Bailey and Donna Merritt (submitted to The New York State Department of Labor, School-to-Work Office, January 1998)

Learn to Earn: Issues Raised by Welfare Reform for Adult Education, Training and Work by Suzanne Knell (available at Internet site www.nifl.gov/activities/sknell.htm)

Learning Standards for Career Development and Occupational Studies, University of the State of New York, The State Education Department, 1996

"Mandated Attendance: Making It Work," *An Introduction to Teaching Adults* by Hudson River Center for Program Development, Inc. (The University of the State of New York, 1996)

Resumes and Job Interviews: Presenting a Positive Image by BJ Smith Associates (BJ Smith Associates, 1995)

Work-based Learning: A Resource Guide for Change by Hudson River Center for Program Development, Inc. (The University of the State of New York, 1995)

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